



**IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH
KEYWORD METHOD AT EIGHTH GRADE STUDENTS OF SMP
NEGERI 1 KUTACANE**

A THESIS

*Submitted to Tarbiyah and Teachers' Training Faculty of State Islamic
University North Sumatera Medan as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan*

By

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN**

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MEDAN
2019**

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Lampiran : - Kepada Yth :
Perihal : Skripsi Bapak Dekan Fakultas Ilmu Tarbiyah
a.n. Aisyah dan Keguruan UIN Sumatera Utara
Di –
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Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran saran perbaikan seperlunya terhadap skripsi saudara.

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sebelumnya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan Universitas batal saya terima.

Medan, 01 Oktober 2019

Yang Membuat Pernyataan

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ABSTRACT

Aisyah. 34153104. Improving the Students' Vocabulary Mastery Through Keyword Method at Eighth Grade of SMP Negeri 1 Kutacane. Skripsi. Faculty of Tarbiyah and Teachers Training. State Islamic University of North Sumatera Medan. 2019.

This study was conducted to improve the students' vocabulary mastery through keyword method. This study was conducted by using classroom action research. The subjects of this study were 32 students and collaborator at the VIII Grade of SMP Negeri 1 Kutacane Aceh Tenggara in the academic year 2019/2020. The technique of analyzing data of this study was applied by using Burns (assembling data, coding data, comparing data, building interpretation, reporting outcomes). The qualitative data were taken from interview, diary notes, observation sheet, and documentation. The quantitative data were taken from the test. The result of the analysis showed that mean of the pre-test was 62.81. In the post-test I is 71.40 and post-test II is 80.62. It indicated that the implementation of Keyword Method can improve the students' vocabulary mastery. It's strengthened by the result of observation showed that most of the students in teaching learning process were active and serious in joining the lesson. They are active in discussing and understanding of the text.

Key word: *Vocabulary Mastery and Keyword method.*

ACKNOWLEDGEMENT



Praised to AllahSwt, the Beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strength and guidance to the writer, so that this thesis can be finished accordingly. Peace and blessing be upon the Prophet Muhammad Shallallaahu'alaihiwa salaam, his family, his relatives, and all his followers.

The writing of this thesis entitled “Improving the Students’ Vocabulary Mastery Through Keyword Method at Eighth Grade of SMP Negeri 1 Kutacane”. This thesis is written to fulfill one of the requirements for the *Degree of Sarjana Pendidikan* at the Department of English Education, Faculty of Tarbiyah and Teachers’ Training, State Islamic University of North Sumatera.

In the process of finishing this thesis is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this thesis has finally been written. Then, I would like to thanks to Allah Swt for The Blessing that given to me, so that the writing of this thesis has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps. Therefore, the writer would like to thanks for:

1. Prof. Dr. K.H. Saidurrahman Harahap, M.Ag, as the Rector of State Islamic University of North Sumatera (UIN SU).
2. Dr. AmirruddinSiahaan, M.Pd as the dean of Faculty of Tarbiyah and Teachers’ Training State Islamic University of North Sumatera.

3. Dr. SholihatulHamidahDaulay, S.Ag. M.Hum as the head of English Education Department.
4. Dr. DidikSantoso, M.Pd as my first advisor who has given suggestion, correction, beneficial opinion and encouragement in process of writing this thesis.
5. Ernita Daulay, M.Hum as my second advisor who has also given corrections, guidance and numerous improvements which have this thesis better.
6. All lecturers in the English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.
7. The principal of SMP Negeri 1 Kutacane, English teacher and all students of eighth grade who helped the writer during the research.
8. My beloved family, my lovely father (Alm. Drs. Sukanda) my mother (Salamiah Bangko, SE), , my sisters (Khairani Fadila, Amd. Kep and Nur Fitriani) and also my brothers (Ahmad Akbar, Fadhly Mahmud and Ahmad Furqan) who have patiently supported me by spiritual and financial support, so I could finish my study and finish this thesis.
9. I also would like to say thank you so much to All of my close friends, my *tomodachi* (Naila, Fauza, Nanda, Nureg and Rani), *Greeny Naturalist* especially (Milka, Ririn, Sri Wahyuni), MJB squad (Widi, Mimi, Eka, Ichnaziah), my close friends from Darul Amin Islamic Modern Boarding School, my friends in organizations, my lovely friends from PBI 2 (Ade Tika, Hanum, Viola, Rita and etc) and many

others that I can't mention one by one, Thank you for always supporting one another.

The writer realizes that this thesis is far from perfections. Therefore, suggestions and criticism from the advisors and the readers are expected for making this thesis better. The writer hopes, this thesis could be useful for the writer, the readers and also for the advancement of education in the future. Aamiin.

Medan, 19 September 2019

Aisyah

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CHAPTER I

INTRODUCTION

A. Background of the Study

The objective of teaching English for Junior High School based on curriculum of 2013 is to develop students' potential to have communicative competence in personal, transactional, and functional texts using a variety of spoken and written English text. To achieve this goal the students should be able to master the vocabulary, because the students are expected to be familiar with the vocabulary that is common in academic texts, attain vocabulary to comprehend academic and social reading and listening texts, become familiar with different spelling patterns for parts of speech, learn strategies to understand vocabulary in the text, use correct form of the words in their oral and written language production, develop an understanding of collocations, understand separate meanings of a word as it is used in a reading and listening text.

In the goal, the students are expected to expand their vocabulary so as to enhance their proficiency in reading and listening to academic texts, writing, and speaking. Eventhough Depdiknas has standardized the curriculum, in the reality, most of the students of 8th grade at SMP Negeri 1 Kutacane, Aceh Tenggara they have low mastery of vocabulary. They often use incorrect vocabulary, when writing something they are often wrong in writing, when speaking they cannot to speak in English. This can be proven from they do not know how to express their ideas in English because it is

a foreign language for them. Moreover, the researcher also found from her observation that many students cannot master the vocabulary. They sometimes use wrong diction when they speak. They also did not look interest in learning vocabulary because the learning process is not interesting and enjoyable. The lack of the media use in the classroom activity in teaching learning English. The teacher also does not use the variety method in teaching English. Based on the reason above, the students' vocabulary mastery should be improved to reach the goal of English subject based on the standard of curriculum 2013.

Based on the reality above, English teachers have a big influence to students' vocabulary mastery. To overcome the problems faced by the students, an effective and efficient solution was definitely needed. The researcher believes that using a technique during teaching learning process will help the students to solve their problems. According to Fattah he stated that applying an appropriate technique in classroom practice is crucial to get student's active participation and to achieve learning goals.¹ For this reason, English teacher should apply appropriate and interesting ways for teaching.

Therefore, the researcher would like to improve the students' vocabulary mastery. To improve students' vocabulary mastery the researcher found one of the method which is suitable to applied in teaching and mastering vocabulary that is keyword method. Because keyword method is the method that helps the students to organize the information that reaches working of the memory, so that information is easier to match with a long-term scheme. Keyword method is method in which a new word is associated

¹ Fattah N (2006), *Landasan Manajemen Pendidikan*, Bandung: Remaja Rosdakarya p. 5

with a similar sounding familiar word or keyword. Keyword method is method that is used to increase memory.²

In conclusion, mastering vocabulary is important for the students. It provides the foundation for the learners to be able to communicate in English. When they master the vocabulary, they can deliver their ideas easily. Considering the importance of mastering vocabulary for the students, the researcher will conduct an action research to see how keyword method work regarding with students' vocabulary mastery with the title **“Improving The Students' Vocabulary Mastery through Keyword Method at Eighth Grade Students of SMP Negeri 1 Kutacane”**

B. Identification of the Study

Based on the background of study which was mentioned above, some problems are identified as follows:

1. The students already had the stereotype that learning English was difficult because they did not know the vocabulary.
2. The students have less interest and motivation in learning vocabulary.
3. The students often use incorrect and wrong diction when they speak.
4. The lack of the media use in the classroom activity in teaching learning English.
5. The teacher does not use the variety method in teaching English.

² Susan R. Old, (2007), *Psychology the Science of Behavior*, Pearson Canada, United States of America. p.17

C. Limitation of the Study

Based on the identification of problems above, the researcher limits this study is focused on using keyword method to improve students' vocabulary mastery.

D. The Research Problem

The research problem of this research states by the question as follows:
How is the improvement of using keyword method in teaching vocabulary?

E. The Objective of the Study

In line with the research problem, the objective of the research as follows: To describe the implementation of using keyword method in teaching vocabulary.

F. The Significance of the Study

The significance of this study can be viewed from theoretical and practical aspects, as describing below:

1. Theoretically, the result of this study will enrich the theory of vocabulary mastery.
2. Practically, the result of this study will be expected to give benefits for the students, the English teacher, the head master and other researchers, as follows:
 - a. For the students, the result of the study is useful to improve their vocabulary mastery.
 - b. For the teacher, to improve the quality of the teacher in teaching vocabulary.

- c. For the head master, to improve the English teacher in teaching English.
- d. For other researchers: it can be compared for other researchers who want to do further research on the same subject.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument.³ Mastery derived from the word ‘master’, which means to become skilled or proficient in the use of, to gain complete knowledge through understanding.

According to McCharty, mastery is defined as the competency to understand and apply something learnt.⁴ This means that mastery is not only to master and understand the meaning of word, but also competent in using them.

Oxford English Dictionary defines mastery as comprehensive knowledge or skill in a particular subject or activity.⁵ This mastery is a construct that cannot be observed directly but can be inferred from observable performance on a set of items or tasks related to a particular concept, skill, or subject.

Based on the definitions above, it can be concluded that mastery is the comprehensive knowledge of subject to understand and something learnt that competent in particular subject or activity.

³ William Collins, (1979), *Webster's New Twentieth Century Dictionary*, America: The United States of America, p. 604

⁴ McCharty, M, (1990) ,*Vocabulary*. New York: Oxford University Press, p. 8

⁵ Oxford Dictionary, (2008), *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press.

According to Hatch and Brown, vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use.⁶ It means vocabulary as the word of certain language which are used by the speaker to communicate with other people. Vocabulary is the only system involved of alphabetical order.

There are two types of vocabulary based on the Hatch and Brown, they are receptive vocabulary and productive vocabulary. Receptive vocabulary is the ability to recognize a word and recall its meaning when it is met. Then, the productive vocabulary involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.

Receptive Vocabulary is words that learners recognize and understand when they are used in context, but they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.

According to Hiebert and Kamil, vocabulary is the knowledge of meanings of words.⁷ It means vocabulary as the knowledge of the words and know about the meaning. They also divided two types of vocabulary: active vocabulary and passive vocabulary.

⁶ Hatch, E & Brown, C, (1995), *Vocabulary, Semantic, and Language Education*, Cambridge: Cambridge University Press.

⁷ Elfrieda H. Hiebert and Michael L. Kamil, (2005), *Teaching and Learning Vocabulary: Bringing Research to Practice*, USA: Lawrence Erlbaum Associates, Inc., p. 3

Active vocabulary is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence.

Passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read. The group of passive vocabulary is usually larger than the one of active vocabulary. Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

According to Richards and Renandya, vocabulary is a language main element and provides the learners of the language to be able to speak, write, read, and listen in a particular language.⁸ So, vocabulary is a fundamental element in learning a language, occupies a significant role for language learners. The types of vocabulary based on Richards and Renandya is same with the previous expert, there are active and passive vocabulary.

Based on the definitions above it can be concluded that vocabulary is a group of words that contain meaning and the fundamental elements in learning language.

Related to the vocabulary, Allah the Almighty has mentioned in Al-Qur'an as follows:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ * قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ *

⁸ Richards, J.C., and Renandya, W.A, (2002), *Methodology in Language Teaching: an Anthology of Current Practice*, New York: Cambridge University Press, p. 255

Meaning: *“And He taught Adam all the names (of everything), then he showed them to the angels and said, “Tell Me the names of these if you are truthful. They (angels) said: Glory be to You, we have no knowledge except what you have taught us. Verily, it is You, All-Knower, the All-Wise” (Qs. Al-Baqarah: 31-32)*⁹

From this verse, we know that everybody must know all of the things in this world. This verse is related to learning the vocabulary. A person who does not know the meaning of vocabulary, of course they get difficulties to understand the spoken or written, reading and listening from other people. Therefore, the mastery of vocabulary needed to improve the quality of the students in understanding the words.

Based on the definitions above, it can be concluded that vocabulary mastery is the competence of having a list or a set of word that make up a language which might be used by particular person, class, profession.

a. The Learning of Vocabulary

Learning a language covers learning the vocabulary of the language to express ideas. Yet, the importance of learning vocabulary is often forgotten in the teaching and learning the process in the class. The teacher mostly only focuses on the grammar, and vocabulary serves as an addition. Thornburry argues that the teacher approaches in class is mostly centered in grammatical structures study, and the introduction of new words is low.¹⁰

⁹ Feras Hamza. (2007), *Tafsir al-Jalalayn*. (Jordan: Royal Aal al-Bayt Institute for Islamic Thought), p. 7-8 .

¹⁰ Thornburry, S, (2002), *How to Teach Vocabulary*, Harlow: Pearson Education Limited, p. 14.

Meanwhile, the importance of learning vocabulary is emphasized by Wilkins in Thornburry¹¹ who states that without grammar people can still be able to convey and interpret some information, but without vocabulary, people cannot express or understand the information at all. Furthermore, vocabulary does have an essential role in order to convey a meaning in a language.

Learning a language's vocabulary is a never ending process. To have a wide range of vocabulary, the learners need to follow the process. Cameron says that,¹²

“Learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language”.

Knowing a word in learning a language means that the learners know its form (how to pronounce, spell, and change it grammatically), its use (its occurrence patterns with other words in a specific type of language use), and its meaning (how it is correlated to other words or concepts). In relation to the process of learning vocabulary, Wakely argues that life is short; while vocabulary has a broad list of words and its acquisition need some time to acquire it even for the learners' first language.¹³

Furthermore, there are five essential steps suggested by Hatch and Brown in Cameron based on research into learners' strategies. These steps are having enough sources to meet the new words, getting the exact idea, whether in audio, visual or both, related to the form of the new words, learning the new words'

¹¹ Thornburry, *Ibid*, (2002). p. 13.

¹² Cameron, L, (2001), *Teaching Language to Young Learner*, Cambridge: Cambridge University Press, p. 74.

¹³ Wakely, R, (2003), *Good Practice in Teaching and Learning Vocabulary*, <https://www.llas.ac.uk/resources/gpg/1421>. Accessed on March 27th 2019.

meaning, making a memory connection between the words' form and meaning, and using the new words.

In learning new words, the learners not only expected to meet as many new words as possible then know its form, use and meaning, but also need to memorize it. Therefore, they can recall the words that they have learnt easily. Moreover, learning vocabulary is important for the language learners. It provides the base for the learners before they learn further about language components. Although vocabulary learning is important for students, it is often being pushed aside compared to other language learning elements.

b. The Teaching of Vocabulary

Thornburry as cited by Alqahtani states that teaching vocabulary for teachers to their students is one of the essential items in learning a language. It is because languages are based on words.¹⁴ Introducing vocabulary to the students helps them to understand as well as to communicate in the target language. In line with that statement, Cross argues that the aim for every language teaching is to make the students know a great number of vocabulary.¹⁵ If the teacher gives a high priority to vocabulary learning, it does not mean that the teaching and learning process is abandoning grammar. Rather, it gives the students the chance to learn and use grammar .

According to Cross there are three phases in teaching vocabulary. They are namely presentation, practice, and production.¹⁶

¹⁴ Alqahtani, M, (2015), *The Importance of Vocabulary in Language Learning and How to be Taught*, *International Journal of Teaching and Education*, Volume III, No.3/2015, p. 24.

¹⁵ Cross, D, (1992), *A Practical Handbook of Language Teaching*, Hertfordshire: Prentice Hall International (UK) Limited, p. 5.

¹⁶ Cross, *Ibid*, (1992). p. 5.

1) Presentation

In this phase, there are four steps that can be followed in teaching vocabulary. They are sound and meaning, repetition, written form, and illustrative sentence.

a) Sound and Meaning

The teacher says the new words for their students around two or three times. The meaning of the words also can be shown to the students at the same time. The teacher needs to make sure that the entire class can listen and understand the words clearly.

b) Repetition

The teacher instructs the students to repeat the words a few times and also check their pronunciation. If there are any media used in this step, the teacher needs to ensure that the whole class have a clear view to it.

c) Written Form

The teacher can write down the new words on the white board, then choose one to two students to read it loud to their classmates. This step is to manage the students to associate the written form of the new words with its pronunciation.

d) Illustrative Sentence

After following the three steps above, in this stage the teacher can make an illustrative sentence to give an example for the students of the use of the new words in a sentence. He can choose the simplest sentence in order to make the students understand the new words completely.

2) Practice

In the second phase, the teacher can give the students exercises in order to make them more familiar with the words that they have learnt. The teacher can ask questions to the pupils related to the new words that has been presented.

3) Production

After given some exposure to the new words, the students can be considered master the vocabulary already. Therefore, in this step the students are expected to be able to apply the new words in the speaking and writing activities.

There are some guidelines suggested by Brown in relation to the teaching vocabulary. First, teachers need to allocate time to specifically learning vocabulary in the classroom.¹⁷ Then, they can help the students understand the vocabulary within context. Next, the teachers also can minimize the bilingual dictionaries in the classroom. It is to reduce the temptation to find the words in the dictionary to get an instant answer, and make them recall and use the words later on. Another point is that teachers can encourage the students to develop their self- strategies for determining the meaning of words. Furthermore, the teachers need to engage in incidental vocabulary learning. From these guidelines, vocabulary teaching can be planned or unplanned by the teachers.

¹⁷ Brown. H.D, (2001), *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*, New York: Longman, p. 377.

Nation in Cameron suggests two basic techniques in order to teach new words in the classroom.¹⁸ They are by demonstration or pictures, and by verbal explanation. In the implementation of demonstration or pictures, the teachers can use gesture, cut-out figure, object, photograph, drawing, pictures from books, etc. While in verbal explanation, they can put the new word in a certain context, or translate it into another language that the learners understand.

In teaching vocabulary, the teacher needs to be careful when selecting the words. He needs to choose the suitable words for the learners to be taught in the class. The learners' age, level, or ability can be the teacher's consideration when choosing the vocabulary. The media used in the class also need to be suited with the learners.

c. The Method in Teaching Vocabulary

There are many approaches or methods that can be implemented in teaching vocabulary. Hunt and Beglar in Richards and Renandya¹⁹ recommend three approaches to teach vocabulary, they are incidental learning, direct instruction, and independent strategy training as the combination for vocabulary building. Incidental learning is arisen when the learners are learning vocabulary as the result of reading or listening to English texts. While the direct instruction depends on the vocabulary-acquisition for the learners, the independent strategy training is the strategy needed to be taught for the students to help them inferring words in a context as well as support the learners to master the vocabulary.

¹⁸ Cameron, L, (2001), *Op. Cit*, p. 85.

¹⁹ Richards, J.C., and Renandya, W.A, (2002), *Op. Cit*, p. 256.

Another opinion in teaching vocabulary methods comes from Campillo who says that there are two different techniques which are common in teaching vocabulary.²⁰ They are traditional methods or teacher-centred approaches and techniques, and students-centred learning. She explains about both techniques as follows.

1) The teacher-centred approaches

These approaches are divided into three types, which are verbal techniques, visual techniques, and translation.

a) Verbal

The teacher can give an example of the vocabulary by showing the students the definition, the synonym/antonym, by using scale or gradable items, by giving them illustrated situations, etc.

b) Visual

In teaching vocabulary especially for the young learners, the visual techniques can be used to attract students' attention. Some gestures, face expressions, pictures and flashcards can be implemented in the teaching and learning process.

c) Translation

The teacher can use translation from the target language to the mother tongue language if the students cannot understand the target language. But, the use of translation techniques should not be used too much in the class. Instead, the teacher can make a simple explanation in the target language.

²⁰ Campillo, (1995). "*Teaching and Learning Vocabulary: An Introduction for English Students*", <https://dialnet.unirioja.es/descarga/articulo/2282507.pdf>. Accessed on March 6th 2019.

2) Student-Centred Learning

This technique allows the students to be independent learners. They can ask the other students and also look into dictionaries to find out the meaning of the words that they do not understand. The use of dictionaries has a positive impact in the students' understanding of the difficult words. Nevertheless, it also has negative impact towards the students attitude towards learning new words. For instance, they might have the tendency to look into the meaning of the word by word, not by its whole meaning.

Since there are various type of methods in teaching vocabulary, teacher can select as well as combine the methods. However, the method needs to be fun for the learners especially in vocabulary learning. It is because the learners are still foreign with the English words. So, by creating an enjoyable environment for the students to learn is necessary.

2. Keyword Method

a. Definition of Keyword Method

Keyword method is *mnemonic* method in which a new word is associated with a similar sounding familiar word or keyword. Keyword method is method that is used to increase memory.²¹ This method needs students to think and looked for another word from one word which has related or associated with the word.

Mnemonic derived from a Greek word "*Mnemonic*" which mean an art of memorization. Keyword is method or devices, either verbal or visual in nature, that serves to improve the storage of new information, and the recall of

²¹ Susan R. Old, (2007), *Psychology the Science of Behavior*, Pearson Canada, United States of America. p.17

information contained in memory.²² Keyword method is a way of organizing information to make it easier to remember, typically by using codes, visual imagery, or rhymes.²³

It is important to remember that keyword method is a memory-enhancing strategy and is not designed specifically to enhance comprehension. Based on the definitions above, it can be concluded that keyword method means a technique to utilize memory in certain ways.

b. The Types of Keyword Method

Keyword *mnemonic* device or tick of memory is a special way which is made as a code for entering information items into mind system of students. There are many types of *mnemonic* device. However there are several types of keyword *mnemonic* device:²⁴

1) Rhyme

Rhyme is a poem that consists of word and term which have to be remembered by students.²⁵ The poem will have a good effect if it is given not and can be sung. The learners of kindergarten song that consist of morality messages as an example.

2) Acronym

The acronyms are formed by using each first letter from a group of words to form a new word. This is particularly useful when remembering words in a specified order. Acronyms are very common in ordinary

²² Kozarenko, V. 2006. "*Real Memory Improvement*". Available at <http://www.RealMemoryImprovement.com> [Assessed: 30/01/2019, 9.23 pm], p. 15.

²³ Foster, J. K. 2009. *Memory: A Very Short Introduction*. New York: Oxford University Press. P. 123

²⁴ Muhibin Syah, (2002), *Psikologi Pendidikan Baru*, Bandung: Remaja Rosda Karya, p. 160

²⁵ [http://www.vclld.org/pages/newsletter/0001 fall/mnemonic.htm](http://www.vclld.org/pages/newsletter/0001%20fall/mnemonic.htm)

language and in many fields. Some examples of common acronyms include NBA (National Basketball Associations), SCUBA (Self Contained Underwater Breathing Apparatus), BTUs (British Thermal Units), and LASER (Light Amplification by Stimulated Emission of Radiation)

3) Acrostic

Like acronyms, the first letters of each word that are trying to remember are used in acrostics. Instead of making a new word, the letters are used to make a sentence.

4) Method of Loci

It is a keyword method which uses the special and famous places as a way to put words or terms which have to be remembered by students. Word loci it self is plural form of “Locus” that meaning place.²⁶ In this case, the names of famous cities, and street can be used for placing word and term that relevant in the meaning has a similarity in character or situation.

5) Chunking

This is a technique generally used when remembering numbers, although the idea can be used for remembering other things as well. It is based on the idea that short-term memory is limited in the number of things that can be contained. A common rule is that.

6) Keyword System

It is a systemm using words as a keyword as a tool for remembering the meaning of target word. This strategy is new if compared

²⁶ Muhibin Syah, *Ibid*, p.161

to other keyword strategies. It firstly was developed in 1975 by two expert of psychology, Raugh and Atkinson (Barlow, 1985).

Keyword system usually is formatted especially for learning foreign words and terms English for example. And this effective enough.

For Example:

Table 1.1

Keyword *Mnemonic* Method in Presenting Vocabulary

Word	Phonetic	Code	Meaning
		Mnemonic device	
Accept	ək'sept	Asep	Menerima
Adult	əd'ʌlt	Adul	Orang Dewasa

7) Peg-Word System

Peg-word system is *mnemonic* method which use the components that have been mastered before, it components are fomatted in pair, such as: *bulan-bintang*, *merah-saga*, *langit-bumi*, etc. The words are used to remember words which have same character such us: blood, lipstick, hell, etc

c. Principle of Keyword Method

In using keyword for teaching in the class, the teacher needs to pay attention to the principle of media for teaching vocabulary sing keyword method: (1) Support device such as electricity, laptop, pictures and LCD projector, (2) Teacher's creativity such as finding interesting picture or object,

(3) The content and the resolution should be relate to the lesson, (4) The class arrangement, so that the students easy to learn.²⁷

d. Design of Keyword Method

A keyword is an instructional method designed to help students improve their memory of important information. This method connects new learning to prior knowledge through the use of visual and/or acoustic cues. The basic types of keyword strategies rely on the use of key words, rhyming words, or acronyms. Teachers may develop mnemonic strategies or have students come up with their own.

Keyword instruction facilitates access to the general education curriculum by giving students the tools they need to better encode information so that it will be much easier to retrieve it from memory at later points. Mnemonics can be used in language arts (i.e., vocabulary, spelling, and letter recognition), mathematics, science, social studies, foreign language, and other academic subjects. Use of this instructional strategy does not require a wealth of additional materials or extensive planning and preparation time.²⁸

e. Procedure of Keyword Method

Mastropieri and Scruggs describe there are three procedures involved in the use of the keyword mnemonic method:²⁹ (1) *Reconstructing*: Coming up with a keyword. Something that is familiar to the student, easily pictured, and acoustically similar (sounds like the word to be learned), (2) *Relating*: Next,

²⁷ Levin, J.R. (1993), *Mnemonic strategies and classroom learning: A twenty-year report card*, p. 235-244.

²⁸ Mastropieri, M.A. & Scruggs, T.E. (1998), *Teaching students ways to remember: Strategies for learning mnemonicall*, Cambridge, MA: Brookline Press, p. 329

²⁹ Mastropieri, M.A. & Scruggs, T.E. (1993), *A practical guide for teaching science to students with special needs in inclusive settings*, Austin, TX: PRO-ED, p.278.

link the keyword with the definition of the new word in a picture, (3) *Retrieving*: Lastly, teach the learner the process of how to effectively go through the steps to remember the new vocabulary word and meaning.

f. Advantage and Disadvantage of Keyword Method

Keyword method has several advantages: (1) Procedures for intensification of memory, (2) Extremely effective in helping people to remember things, (3) The students outperform the results in comparison to students in free-study conditions, (4) Often enables information to be better retained in memory, (5) Memory strategies, (6) It is not as dependent as a memory schema.³⁰

On the other hand, keyword method has some disadvantages there are: (1) Low or lack connection between the conceptual content and the material being learned, (2) Students' performances may be lower than when teachers supply the strategies, (3) focussed only on certain aspects of their operation.

B. Related study

In this planning research, the researcher found other related study as follows:

1. Lubis,³¹ conducted a research about "Improving Students' Vocabulary Matery By Using Fly Swatter Game In The First Grade of MTS Persatuan Amal Bakti (PAB) 1 Helvetia". The subject of this research was class VII of MTS PAB (Persatuan Bakti Amal) 1 Helvetia, that consist of 49 students. Th research was conducted in two cycles, cycle I consist of 2

³⁰ Mastropieri MA, Scruggs T, Fulk B. (1990), *Teaching abstract vocabulary with the keyword method: Effects on recall and comprehension*. J Learning Disabilities, p. 228

³¹ Ika Ramadhani Lubis, (2017), *Improving Students' Vocabulary Matery By Using Fly Swatter Game*.

meetings and cycle II consist of 2 meetings. The instruments of collecting data are observation, interview, questionnaire, diary notes and the test (pre-test and post-test). Based on the students' vocabulary mastery score, students' score are improving in every vocabulary test. Based on the diary notes, observation sheet and questionnaire sheet, it was found that the students were active, memorize and enthusiastic in learning vocabulary. The result of the research showing the Fly Swatter Game significantly improved students' vocabulary mastery.

2. Sutresno,³² conducted a research about "Using Flashcard To Improve 7th Grade Students' Vocabulary" the aim of the study are to see how flashcard used in improving students' vocabulary mastery, to know the extent do flashcard improve the vocabulary mastery of the students. The population of the research is the seventh grade students of SMP Maria Immaculata Yogyakarta academic year 2016/2017. The purposive sample is research sample, and the researcher took Class D of seventh grade students in SMP Maria Immaculata Yogyakarta, that consist of 20 students, 10 (male) and 10 (female) students. The instruments of this research are observation, test (pre-test and post-test) and interview. Finally, the result of this research can be seen from the mean score of the students in pre-test 55.00 to 97.87 in post-test. It means that the null hypothesis is rejected and the alternative hypothesis is accepted.

³² Yasinta Tri Arlina Sutresno, (2017), *Using Flashcard To Improve 7th Grade Students' Vocabulary*.

3. Lestari,³³ conducted a research about “The Use of Mnemonics Technique To Increase Students’ Vocabulary Matery.” The aim of this research are to describe the implementation technique to memorize new word at the eighth grade students of SMPN 2 Banyubiru, and to measure how far is the improvement of vacbulary mastery at the eighth grade students of of SMPN 2 Banyubiru through mnemonics method. This research was conducted by using Classroom Action Reseach. The instruments of collecting data in this research are observation and test, the test consist of pre-test and post-test. The findings of this researche showing the significant improvement of students’ vocabulary mastery by using mnemonic method, and it can be seen from the mean score of the pre test 64.62 and the post-test was 82.21. It means the alternative method in teaching vocabulary mastery by using keyword *mnemonic* method is accepted.

C. Conceptual Framework

As explained in the literature review, vocabulary as the foundation of a language plays an important role for the language learners to be able to understand and communicate in the target language. In the teaching and learning process of a language, ideally, the teacher gives the students an adequate vocabulary knowledge in order to make the students be able to comprehend and express their idea without hesitation.

In relation to giving the students' vocabulary knowledge,the teacher should present the new vocabulary within some interesting learning activities,

³³ Nia Lestari, (2017), *The Use of Mnemonics Technique To Increase Students’ Vocabulary Matery*.

so that they can motivate and engage the students. One of the ways that can gather students' interest into the classroom activity is using keyword. Keyword method can improve the students' vocabulary mastery because keyword method is procedures for intensification of memory. It can be implemented in many ways, and can be adjusted to the group of words that the students' need to know. Keyword makes the teaching and learning process less boring for the students, because it is eye-catching and motivating.

The previous studies show positive results of the use of keyword in improving students' vocabulary mastery. Keyword is chosen to make the variety in the language teaching and learning. Since the teaching and learning process for grade eight students at SMP Negeri 1 Kutacane are rarely using such teaching aids, therefore, the researcher attempts to improve students' vocabulary mastery by using keyword.

D. Actional Hypothesis

Based on the conceptual framework above, the hypothesis of this research is that the keyword method can improve the students' vocabulary mastery at eight grade students of SMP Negeri 1 Kutacane.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Setting

The subjects of this research are the students of Eight Grade of SMP Negeri 1 Kutacene academic year 2018-2019. This subject consist of 32 students. It is located Gumpang Jaya, Kec. Babussalam, Kab. Aceh Tenggara, Aceh. The researcher choose this class based on the interview with the English teacher.

B. Data and Data Source

The data of this research consist of quantitative and qualitative data. The quantitative data was collected by means of administering test, pre-test and post-test. The qualitative data was analyzed from the interview sheet, observation sheet to describe the improvement of the students' vocabulary mastery.

While the data sources are taken from the students and the collaborator. (1) Students are the learners, in this research students are the important object as a source of the data. (2) Teacher as a collaborator, the collaborator assisted the researcher in conducting the action research.

C. Research Method

The research design that was used in this study classroom action research (CAR). According to David Hopkins classroom action research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of: (a) their own social or educational practice, (b) their understanding of these

practice, and (c) the situation in which practice are carried out.

From definition above, on the educational contexts, classroom action research is a form of self reflective activities which done by the teacher on the educational situation to improve the rationality. Classroom action research also have the meaning a research that done by the teacher on his own classes with doing, looking, and make reflection by some actions that aimed to improve or increase the result of education it self.

According to Arikunto classroom action research consisting of three words that can be understood as follows understanding:

Research means examine the activities of an object, use the rules of a particular methodology to obtain data or information useful to improve the quality of a think that interest and important of researchers.

Action means something movement activities that are deliberately made with a specific purpose, which in this study form a series of cycles of activity.

Class is a group of students who are in the sometime received the same lesson from a teacher. Restrictions written for understanding of the notion that class is long, to knock out a misconception and is widely understood by the public with” the room where the teacher teaches” not a form of class but a group of students who were studying.³⁴

By combining the understanding of three-word limit can be concluded that the research in a class action against activities that are deliberately accrue and occurs in a classroom. Classroom action research not

³⁴ Suharsimi arikunto, (2006), *prosedur penelitian*, Jakarta: bumi aksara. P.91

really difficult, because the teacher can do with a deliberately and carefully observed the results. Sometimes the obstacles that arise lies in how they search for a little when it will start its activity.

The classroom action research including qualitative approach even though the data that had been collected may be quantitative. The aim of classroom action research is to improve and increase the result quality of learning process, developed the teacher's skill, and increase the student's motivation in the learning process.³⁵

This research was conducted in several cycles to overcome all students' problems in vocabulary mastery. There are 2 meetings in cycles I and 3 meetings in cycle II. Each cycle is divided into three activities. The first activity is pre-test which conducted before explaining the materials. The second activity is explaining the materials. The third activity is post-test.

The classroom-based focus has brought about school reform and individual focus that gives teachers vested interest in the research and the change it can bring in their classrooms. In this research, the researcher was use Kemmis and McTaggart CAR model. The model consists of four steps: (1) planning of the action, (2) implementing of the action, (3) observing of the action, and (4) making analysis and reflection. The application of four steps of the action research in the classroom as follows.

³⁵Kuandar,(2011), *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*. Jakarta: Rajawali Press. p. 45-46

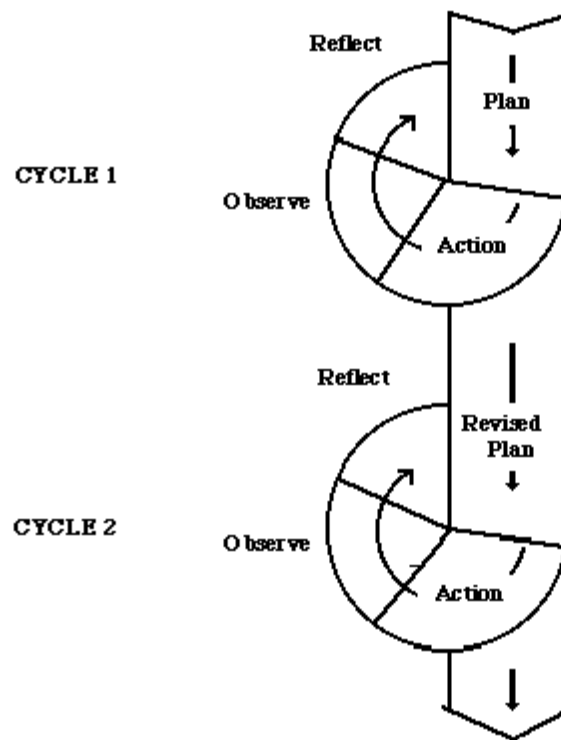


Figure 1 Cyclical Model of Action Research by Kemmis and Mc Taggart

The procedures of this action research as follows:

1. Cycle 1

a. Planning

There are some preparations that prepared by the writer related to the action as follows:

- a) Preparing the materials.
- b) Preparing lesson plan and designing the steps in doing the action.
- c) Preparing list of students' name and scoring.
- d) Preparing sheets for classroom observation. It will be prepared to know the situation of teaching-learning process when the technique will be applied.

e) Preparing teaching aids.

f) Preparing test.

b. Acting

The writer implemented the teaching learning activity of vocabulary using keyword method based on the lesson plan.

c. Observing

In this step, English teacher as the observer checked the observation sheet. The observer observed the students activities during the learning process. Observation will be conducted to get the data from action. The process of observation will be conducted by the observer to know the condition, process teaching learning, activity and ability that done by teacher and student. Besides that, the researcher took the dairy notes, write and analyzed activities during the learning process. To know the improvement of the students' vocabulary mastery using keyword *mnemonic* method.

d. Reflecting

In this step the researcher reflected some things, as follows:

a) Reflected the evaluation of teaching learning process.

b) Reflected and evaluated of what had been done.

2. Cycle 2

The second cycle will be conducted to get the better result on the students' vocabulary mastery and the researcher will be continued to the second cycle if the first cycle fail. In the cycle 2 will continue of four steps same like the first cycle but the cycle 2 consist of one meeting. The steps of cycle 2 are planning, action, observation and reflection.

- a. Planning
 - a) Preparing lesson plan
 - b) Design the lesson by using keyword method
 - c) Preparing the question that would be asked in the teaching and learning process to check the students' understanding.
 - d) Preparing post-test questions.
- b. Acting
 - a) The researcher implemented the teaching learning activity of vocabulary using keyword method based on the lesson plan.
 - b) Expanding the material that designing in the lesson plan.
 - c) Concluding the lesson plan.
 - d) Conducting post-test II.
- c. Observing
 - a) Observing the teachers' step during the teaching learning process.
 - b) Observing the students' activities and participation during the teaching learning process.
- d. Reflecting

Researcher check the score of the students' in the post-test, it found that the students' score in post-test II, know the different score between pre-test and post-test I. Now, which one of the score higher in the pre-test and post-test I. If the score in post-test II higher than pre-test and post-test I, it means that the students, vocabulary mastery was improved.

D. Technique of Collecting Data

There are several techniques that are used by the researcher in this research in collecting the data, namely:

1. Test

Testing is an important part of every teaching experience. A test can help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them where they need to improve.³⁶ A test in simple terms is a method of measuring a person's ability, knowledge, or a performance in a given domain.

2. Observation

In teaching learning process, observation provides an opportunity for novice teachers to see what more experienced teachers do when they teach a lesson and how they do it.³⁷ Observation is widely used as means of collectig data in classroom research. So, from the explanation above, the researcher can concluded that observation will a process of watching the activities or anything that had been seen, heard to get some information.

3. Interview

Interview is used in order to get the important information related to the main objective of research. Interview will be some dialogues which done by interviewer to get the information from the participants by asking them some questions.

³⁶ Harold S. Madson, (1983), *Teqhniques in Testing*. England: Oxford University Press, , p.5

³⁷ Jack C Richards, and Thomas S. C. Farrel,(2005), *Profesional Development for Language Teachers*. Cambridge University: Cambridge Language Education, p. 85-86.

4. Documentation

Documentation is one of the important instruments to get the information for collecting the data in doing classroom action research. Collecting the document was to get the information about the students' improvement. It includes of students' attendance list, students' score, and the students' evaluation. Technique of documentation is one of the some efforts to get the data and variable such as, notes, transcript, agenda, books, photo, and video.

5. Dairy Notes

The dairy notes are conducted to get information or the data about the condition and the situation of the object areas of the research. It will be described of the students' activity, students' improvement, students' progress, and also described everything that happen in the classroom during learning process. Besides that, the dairy notes given the descriptions about students' attitude, behavior, and students' personality

E. Technique of Analysis Data

1. The Quantitative Data

The data of this research will be analyzed by using t-test for quantitative. T-test is used to compare the two means from primaliry study from cycle one to cycle two. The formula of the t-test as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

\bar{D} = Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of the students³⁸

2. The Qualitative Data

The classroom action research analyzes the qualitative data from the result of interview, observation, and document. The stages in analyzing the data, they are as follows:³⁹ (a) Assambeling the data, (b) Coding the data, (c) Comparing the data, (d) Building interpretation and (e) Reporting outcomes

Assambeling the data is the data were assembled in the period of the research through some data collection techniques. In this reseach, observations and interviews was used to gather the data.

Coding the data is a process of grouping the data into manageable categories of concepts, themes, or types. In this research the data were categorized according to the theme of actions that were applied in the teaching and learning process.

Comparing the data is the next stage to compared the data to identify the relationships and connections of data. This was to find out whether the actions are repeated or developed accross different data gathering techiques.

Building Interpretation is the stage to looked back at the data several times to pose questions, rethought the connections, and developed explanations underpinning the research. This stage was to build the

³⁸ Anas Sudijono, (2008), *Pengantar Statistika Pendidikan*, Jakarta: PT. Raja Grafindo Persada, p. 43.

³⁹ Burn, A, (2010), *Doing Action Research in English Language Teaching (A Guide for Practitioners)*, New York: Routledge, p.156-160

interpretations of why particular patterns of behaviour, interactions, or attitudes arise in the research.

Reporting Outcomes is the final stage involves presenting an account of research of others.

F. Trustworthiness

It is important to establish that the findings of the study are validity. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba, the trustworthiness consists of the following components credibility, transferability, dependability and confirmability.⁴⁰

Credibility in qualitative research means that the research of qualitative study is believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation. Triangulation is accomplished by asking the same research question of different study participants and by collecting questions. (2) Member checks. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause the study participants to willingly fill in any gaps from earlier interviewers. Trust is an important aspect of the member check process.

⁴⁰ Y. S. & Guba, E. G, (1985), *Naturalistic inquiry*. Newbury Park: CA Sage, p. 289

Transferability refers to the degree to which the result of qualitative research can be generalized or transferred to other contexts or setting. From a qualitative perspective transferability is primarily the responsibility of the one doing the generalizing.

Dependability, on the other hand, emphasizing the need for the researcher to account for the ever-changing context within which research occurs. The researcher is responsible for describing the changes that occur in the setting and how these change effected to the research approached of study.

Confirmability refers to the degree to which the result could be confirmed or collaborated by others. The researcher got document procedures for checking and rechecking the data throughout the study. Confirmability entails full revelation of the data upon which all interpretations are based, or at least the availability of the data for inspection. In other words, the researcher should be able to examine the data to confirm the result or interpretations. The researcher only limits of the technique of establishing the trustworthiness on credibility through source and methodological triangulations.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

In this study, the researcher would like to describe the result of preliminary study, cycle I and cycle II, as follows:

1. Preliminary study

In the preliminary study, the researcher administered the vocabulary test, interview and observation sheet. The vocabulary test is used to evaluate the students' improvement in mastering the vocabulary. The school made 75 as kriteria kelulusan minimum (Minimum Passing Grade) in English lesson. The number of students who took the test was 32, from the result writing test score in pre-test was 2.010 and the mean score 62.81. It can be seen from the mean score of the students was 2.010 and the percentage score of the pre-test was 7 students who passed and got score up to 75 and it was only 21.88%. While, 25 students failed or didn't get score up to 75 and it was 78.12%. Based on the result, the students' improvement in vocabulary mastery is still low. This means that most students have not achieved the minimum passing grade 75.

Qualitatively, the students vocabulary mastery is also not so good. This can be proven by the interview from one of the students, "*Susah miss karena gitu dihapal besoknya kadang udah lupa.*" (Look at appendix V). The reasearcher found that the students got the difficulty in mastering the vocabulary, because when they memorize the vocabularies today and tomorrow they will forget it. This data strengthen by another data expressed

by the student two, as below “*Gak miss, karena saya gak suka belajar bahasa inggris miss apa lagi menghafal kosakata miss.*” (Look at appendix V) here, the student said that he doesn’t like to learn about English and it makes him won’t to rich or meter his vocabulary. Beside difficult in mastering the vocabulary, the students are also lack motivation in mastering the vocabulary because it was not their habitual activity. Which’s means that the teacher is rarely taught them about how to master the vocabulary.

The researcher also has done interview the English Teacher. It could be seen from the following data:

Siswa kurang aktif dalam belajar, terus merasa malu kalo disuruh menggunakan bahasa Inggris. Mereka masih bingung gimana mengungkapkan apa yang mau mereka bicarakan karena keterbatasan kosakata.

From the teacher’s point of view, the students lack of interest and felt unconfident in learning and speaking English. All the factors that caused their limitation in mastering the vocabulary and it should be solved in order to reach the target of learning English based on the Based on *Kriteria Ketuntasan Minimum* (Minimum Passing Grade).

Based on the result of analysis above, it can be concluded that the students’ vocabulary mastery was low. Therefore, the researcher would like to improve the students’ vocabulary mastery through keyword method in the next cycle.

2. Cycle I

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle I, there were two meetings which were conducted to the students. A test was given in the end of learning

process. The steps of this cycle were:

a. Planning

The plan was arranged before researcher conducting the research. Researcher prepared and made plan for two meetings. The topic which discussed was about recount text with the title “My First Trip to Pari Island”. (1) Prepare teaching planning program (RPP) based on the material which would be thought. (2) Prepared the material and media, (3) Prepare vocabulary test for the students to measure that result of the study, (4) Prepare observation sheet to measure the students participation in learning and students’ attitude during learning process.

b. Action

After the planning has been arranged, the researcher applied what has been planned in the classroom. In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities that had done by the researcher, they were: (1). The researcher did appreciation by greeting the students , instructing to praying before start the learning process , checking the students’ attendance list, and checking the cleanness of the classroom. (2) The researcher explained the objectives of learning.

All plans that had arranged were conducted in teaching learning process in mastering vocabulary by using keyword method. (1) Explained the topic. (2) Gave the students vocabularies based on the topic. (3) Applied keyword method. Before teacher gave them a test in cycle I, teacher and the students’ concluded the material together. The last activity

of the action was closing part. In closing there were some activities that had done by the researcher, they were: (1) The researcher gave the conclusion about the lesson, (2) The researcher closed the meeting by saying the greetings.

c. Observation

Observation was done in the classroom while teaching learning process. Observation was purposed to find out information of action, such as the students attitude, the situation and the problems or obstacles found during the learning process. In this case, observation sheets and diary notes were used. Based on observation, researcher saw the result of their students test to know the capability of them. Researcher found some improve in the implementation of the cycle 1. Most of the students were active and enthusiastic during learning process and they enjoy about the topic that discussed. However, most of the students still difficult to express the ideas in speaking because they were lack of vocabulary.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative. The researcher gave the post-test in this first cycle. The result of the post-test in the first cycle show that the improvement of students increased when used keyword method in learning process. Based on the data observation, there was an improvement in the learning process.

The result of quantitatively in the post-test I of the first cycle, the total score of the students was 2.285 and the number of the students who took the test was 32, so the mean of the students was 71.40. It can be seen

that the students' score in writing was improved.

The percentage of the students' score of the post- test was 15 students who passed or got score up to 75, it was only 47.5 %. On the other hand, 20 students failed or didn't get score up to 75 and it was 52.5 %. So, post-test of the first cycle was categorized improved.

In the cycle I, the mean of the students was better than the pre-test scores. The quantitative data above is strengthened by the qualitative data. The researcher used interview sheet that had arranged before, and result from the interview that most of the students were active and enthusiastic.

The result of interview with the students and the teacher. The result of interview with the students stated that, "*Bagus miss karena kita jadi gak bosan belajarnya miss.*" (Look at appendix VI) the student stated that keyword method can help her in mastering the vocabulary.

The data above also supported by another data which is come from student 2, she said "*Asik, seru juga miss buat kita jadi lebih fokus belajarnya dan kosakataya lebih mudah untuk diingat.*" (Look at appendix VI) Here, she stated that she got more focus in mastering vocabulary because of the keyword method.

From data above, it can be concluded that students' vocabulary mastery was improved but still low. On the other hand, it can be said that post-test of cycle I was categorized unsuccessfull. So, the researcher was conducted cycle II.

d. Reflection

From the result of the observation was analyzed. The researcher evaluated the teaching process in the end of meeting in first cycle. The researcher asked the students about their difficulties and problem in mastering the vocabulary.

The evaluation of two meetings became the reflection to the researcher in making cycle II. The evaluations were guided from the students' test result and the researcher's observation of the students' attitude. The researcher used diary notes and the interview. The researcher checked up the students' result test based on the assessment.

There were many things that had been observed as follow: (1) many students still have difficulties in mastering the vocabulary , (2) some students were not understand the use of keuword method, (3) many students still got score 75 below. From the data, researcher decided to continue the second cycle in order get better result.

3. Cycle II

Based on the result of cycle I. The cycle 2 was better than the first cycle. In this cycle the researcher felt better than the first cycle because the researcher had already got the reflection on the first cycle to be used as the information on the students' problem in class. The researcher conducted this cycle with the same step in the first cycle, namely:

a. Planning

Here, the researcher prepared the lesson plan and more focus on the process of teaching vocabulary to the students in order to make them

improved and knew well about the vocabulary. The researcher also used the keyword method to make the students more interested and built their attention to focus on the material. The researcher also used some brain gym to get the active situation in the class during teaching learning process.

b. Action

In action step, there were some activities which were done by the students, including: introduction, main activity, and closing. In introduction there were some activities done by the researcher; (1) Greet the students, (2) Perform a prayer before starting the lesson, (3) Check the presence of students, (4) Provide motivation and apperception, (5) Deliver the material to be discussed, (6) Deliver the objectives of today's meeting learning.

In the main activity, there were some activities had done by the researcher, they were; (1) The researcher explained about how to memorize and master the vocabulary, (2) Gave some example to make the students' more understood, (3) Guided them in mastering the vocabulary by using the method, (4) The researcher applied the keyword method in improving students' vocabulary mastery, (5) The researcher asked the students to come to the front of the class and mention the vocabulary that they master. The last activity was closing, there are some activities in this; (1) Gave appreciation to the efforts and result of students, (2) closed the meeting by saying the greetings.

c. Observation

In this step, all of the activities during teaching and learning process had been observed. The result of observation was collected as the data, which is used as a basic reflection. It showed that students' interest were increased in mastering vocabulary, they also thought that keyword is an effective method that can improve their vocabulary mastery.

Based on the data observation, there was an improvement in the teaching process. The researcher saw the improvement of the students' in mastering vocabulary. The result of the pos-test II of the second cycle, it showed that the total score of the students was 2580 and the number of the students who took the test was 32. So, the mean of the students' score of the test was 80.62. It can be seen that the students' score in mastering vocabulary improved. The percentage of the students' score of the post-test II was 28 students who passed or got score up to 75, it was 87.5 %. On the other hand, 4 students failed or didn't get score up to 75 and it was 12.5 %. So, post-test II of the second cycle was categorized successfully.

Based on data above, the result showed the improvement of the students' score from the post-test I to the post-test II of cycle II. In the post-test I, the students who got the score 75 or more were 15 of 32 students (47.5 %). In the post-test II of cycle II, the students who got the score 75 or more were 28 of 32 students (87.5%). The improvement of the post-test I to the post-test II of cycle II was about 40 %. In this also used to test the hypothesis in the researcher, from the computation above, it could be seen that coefficient of $t_{observed} = 10.36$ and t_{table} to $df = N - 1 = 32 -$

$t = 31$, with fact level $\alpha = 0,05$ was. In the coefficient of tobserved $9.65 > 1.693$ table . Thus, alternative hypothesis (H_a) saying thatthe place mat technique could be improved the students' writing descriptive text.

d. Reflection

In this phase, based on the observation and result test, the researcher could be concluded that having checked the students' vocabulary test, researcher found that the students' score showed improvement. Based on the observation sheet, the students' vocabulary mastery by using keyword method was improved. Based on the reflection of this cycle II, it wasn't needed to conducting in the third cycle. The cycle of this research could be stopped because the students' in writing descriptive text had been improved.

B. Discussion

Based on the result of the quantitative and the qualitative data, the implementation of keyword method can be improved the students' vocabulary mastery. The result of quantitative data that there was an improvement the students' in vocabulary mastery through keyword method it was supported by the fact the mean of the students' score in the pre-test was 62.81. It was low because only 7 students who got the score more 75. The mean of the students' scores in the post-test of cycle I was 71.40. It was higher than the pre-test of cycle I. The mean of the students' scores in the post-test II of cycle I was 80.62. It was higher than the post-test I of cycle I. The percentage of students who got point > 75 also grew up. In the pre-test, the students who got point > 75 were only 7 students (21.88%). In cycle I of the post-test students who

got point > 75 there were 15 students (37.5%). It means that there was improved about 25.62 %. In cycle II of the post test II, students who got point >75 there were 28 students (87.5%) and the improvement was about 40%.

Based on the qualitative data, it was taken from the result of observation and interview. It was found that the teaching and learning process ran effectively and the students more active while learning. The students' interests were increased and more focused to the researcher when she explained about the lesson.

From the explanation above, it can be concluded that the implementation of method can improve the students' vocabulary mastery. It could be seen from the quantitative data which the students' score got better in every test: pre-test, post test I, and post test II. And also it could be showed by the qualitative data which proved the researcher could control the class and the students were active and felt better and easier in learning vocabulary.

CHAPTER V

CONCLUSIN AND SUGGESTION

A. Conclusion

Based on the result of the research, it could be concluded that the students' vocabulary mastery through keyword method could be improve, especially for students at Grade VII class of SMP Negeri 1 Kutacane. So the conclusion as follow:

In the preliminary study, it can be concluded that mean of the pre-test is 62.. The result of the students' improvement in vocabulary mastery is still low. Its means that most students have not achieved the minimum passing grade 75. Quantitatively, the result of the data described that the students had difficulties in mastering voocabulary. They did not know how to express their ideas in speaking, because the lack of vocabulary.

In cycle I, the students' vocabulary mastery is 71.40. It can be concluded that the mean of the students score was better than in the preliminary study. The qualitative data describe that most of the students were active and enthusiastic. In cycle II, the students' vocabulary mastey is 80.62. It can be concluded that the score improve from the cycle I to the cycle II. From the qualitative data is found that the students were able to express their ideas. In conclusion, keyword method significantly improved the vocabulary mastery.

B. Suggestion

Based on the result of this research, the following suggestions are offered to be considered:

1. For the English teacher

The teacher is suggested to use this method and do it maximally to improve students' vocabulary. And the teacher should use another method in teaching English to make the students more interest in learning English.

2. For the School

The headmaster can suggest to their English teacher to use this method in teaching vocabulary because the result of this research show that students' vocabulary mastery was improved.

3. For other Researchers and Reader

It is important for the further researcher to know the appropriate method in teaching English and they can consider to use keyword method in conducting the research.

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[http://www.vclld.org/pages/newsletter/0001 fall/mnemonic.htm](http://www.vclld.org/pages/newsletter/0001%20fall/mnemonic.htm)

APPENDIX I

LESSON PLAN

Cycle I

School Name : SMP Negeri 1 Kutacane

Subject : English

Class : VIII

Time Allocation : 2 X 40 Minutes

A. Core Competencies

K1: Respect and appreciate the teachings of religion.

K2: Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.

K3: Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related phenomena and events that appear to the eye.

K4: Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

B. Basic Competencies and Indicators of Competency Achievement.

KI	Basic Competencies	Indicators of Competency Achievement.
1	1.1 Thankful for the opportunity to learn English as the language	1.1.1 Have gratitude with the opportunity to learn English.

	of international communication that is manifested in the spirit of learning.	
2	2.1 Shows courteous and caring behavior in carrying out interpersonal communication with teachers and friends	2.1.1 Be caring about others by giving the right compliment.
3	3.8 Conveying the meaning and the rhetorical steps in the written form of descriptive and recount texts in accurate, fluent, and acceptable manners to communicate in daily life context.	3.8.1 Students are able to identify new vocabulary related to the text. 3.8.2 Students are able to identify the generic structure and the language feature of the text. 3.8.3. Students are able to identify the explicitly stated detail information from the text.

C. Learning Objectives

- 1.The students are able to indentify new vocabulary related to the text.
- 2.The students are able to identify the generic studecture of the text.
- 3.The students are able to identify teh explicity stated detail information from the text.

D. Learning Materials

1. Meaning of Recount text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

2. Generic Structure

- a. **Orientation** tells who was involved, what happened, where the events took place, and when it happened.
- b. **Events** tell what happened and in what sequence.
- c. **Reorientation** consists of optional-closure of events/ending.

The example of recount text

Read and study the form of the recount text! Find the difficult word and find the meaning of the words!

My First Trip to Pari Island

Last September, I went to Pari Island for a holiday. I went there with Sarah, Andi, Eveline, and Yoko. That was my first time to travel there.

Our boat departed from Muara Angke port to the island at 8.00 AM. We arrived at Pari Island around 10.00 Am. After that, we went to our guest house that we had booked before. Fortunately, our guest house was located near to the port, so we did not have to walk so far. The first thing that we did after that was rent bicycle. It only cost IDR 20.000 per day. Then we did cycling for a while and had lunch before we decided to do snorkeling.

When we went snorkeling, the fisherman who became our guide brought us to the beach far enough from our guest house. We did snorkeling there. The water was very clear. We could see groups of tiny fishes and beautiful coral under the sea. After we did snorkeling for approximately three hours, we returned to our guest house. We ended up the first day by getting dinner and took some walks around.

On the second day, we woke up so early to watch sunrise. We did not need to go far to watch the sunrise because our guest house was so near to the beach and we could watch the sunrise there. Sunrise on the beach, what a beautiful view! After we spent long enough time to watch the sunrise, we decided to get breakfast. There was a festival at that time. We went to the festival and had breakfast there. We ate some delicious sea foods. We felt time went so fast that day. We needed to return to our guest house because our boat that would bring us home would depart at 10.00 AM.

In summary, my first trip to Pari Island was so enjoyable. I would like to visit this place again together with my family in another chance.

E. Learning Method

Keyword method

F. Learning Media, Tools and Sources

1. Media

- Keyword sheet
 - Recount text “My First Trip to Pari Island”
2. Tools
- Whiteboard markers and erasers.
 - Projector and Laptop Screen
3. Lesson Source
- Module / teaching material

G. Learning Activities

Activities	Activities Description	Time
Pre-teaching activities	<ul style="list-style-type: none"> - Greetings - Perform a prayer before starting the lesson. - Check the presence of students - Provide motivation and apperception. - Deliver the objectives of today’s meeting learning. 	5 minutes
Whilst teaching activities.	<p>First Meeting</p> <p>Exploration</p> <ul style="list-style-type: none"> - The teacher give the pre-test to the students - The teacher explains the definition and generic structure of recount text to the students. <p>Elaboration</p> <ul style="list-style-type: none"> - The teacher asks the students to tell their vacation story. - The teacher use keyword method. - The teacher gives the example of recount text to the students “My First Trip to Pari Island” - The students identify the generic structure of the text. - The teacher asks the student to underline the difficult vocabularies. - The teacher asks the students to make the simple sentence from the difficult vocabularies they 	30 minutes

	<p>found.</p> <p>Confirmation</p> <ul style="list-style-type: none"> - The teacher and the students do the flash back and feed back in order to gain learning experience by asking the difficulties vocabulary. 	
	<p>Second Meeting</p> <p>Elaboration</p> <ul style="list-style-type: none"> - The teacher explains about what is keyword method and the examples. <p>Elaboration</p> <ul style="list-style-type: none"> - The teachers gives the example how to memmorize the vocabulary by using keyword method. - The teacher gives the students cards contains of new vocabulary and find the meaning of its. - The students make the simple sentence from the word that they find the meaning f it and change the cards with their friends. - The teacher gives the students the post-test I. <p>Confirmation</p> <ul style="list-style-type: none"> - The teacher and the students do the flash back and feed back in order to gain learning experience by asking the difficulties of keyword method. 	
Post-teaching activities	<ul style="list-style-type: none"> - Reflections on what has been learned in this meeting. - Summarize learning outcomes today. Delivering plans for learning activities for the next meeting. 	5 minutes

H. Assesment

1. The score of correct answer is 5.
2. Total score of $20 \times 5 = 100$
3. Maximum score 100

Kutacane, August 2019

Know by,

Head master

English Teacher

Researcher

Nur Hayati, S.Pd

Sri Anita rahmi, S.Pd

Aisyah

Nip: 197306242006042004

Nip:198112022010032002

Nim: 34153104

APPENDIX II

LESSON PLAN

Cycle II

School Name : SMP Negeri 1 Kutacane

Subject : English

Class : VIII

Time Allocation : 2 X 40 Minutes

A. Core Competencies

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K2: Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.

K3: Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related phenomena and events that appear to the eye.

K4: Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

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C. Learning Objectives

1. The students are able to indentify new vocabulary related to the text.
2. The students are able to identify the generic studecture of the text.
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D. Learning Materials

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- b. **Events** tell what happened and in what sequence.
- c. **Reorientation** consists of optional-closure of events/ending.

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When we went snorkeling, the fisherman who became our guide brought us to the beach far enough from our guest house. We did snorkeling there. The water was very clear. We could see groups of tiny fishes and beautiful coral under the sea. After we did snorkeling for approximately three hours, we returned to our guest house. We ended up the first day by getting dinner and took some walks around.

On the second day, we woke up so early to watch sunrise. We did not need to go far to watch the sunrise because our guest house was so near to the beach and we could watch the sunrise there. Sunrise on the beach, what a beautiful view! After we spent long enough time to watch the sunrise, we decided to get breakfast. There was a festival at that time. We went to the festival and had breakfast there. We ate some delicious sea foods. We felt time went so fast that day. We needed to return to our guest house because our boat that would bring us home would depart at 10.00 AM.

In summary, my first trip to Pari Island was so enjoyable. I would like to visit this place again together with my family in another chance.

E. Learning Method

Keyword method

F. Learning Media, Tools and Sources

1. Media

- Keyword sheet
 - Recount text “My First Trip to Pari Island”
2. Tools
- Whiteboard markers and erasers.
 - Projector and Laptop Screen
3. Lesson Source
- Module / teaching material

G. Learning Activities

Activities	Activities Description	Time
Pre-teaching activities	<ul style="list-style-type: none"> - Greetings - Perform a prayer before starting the lesson. - Check the presence of students - Provide motivation and apperception. - Deliver the objectives of today’s meeting learning. 	5 minutes
Whilst teaching activities.	<p>Third Meeting</p> <p>Exploration</p> <ul style="list-style-type: none"> - The teacher ask the students about keyword method that they have been learned in the second meeting. - The teacher give the students the post-test II <p>Elaboration</p> <ul style="list-style-type: none"> - The teacher reexplaining the material about keyword method. - The teacher gives the students the game about keyword method. - Students are given a card containing a new vocabulary in English and Indonesian, then students must match the card they got with their friend, then paste it on the board <p>Confirmation</p> <p>The teacher and the students do the flash back and</p>	30 minutes

	feed back in order to gain learning experience by asking the difficulties of keyword method.	
	Forth Meeting Exploration <ul style="list-style-type: none"> - the teacher and students discuss about the material last meeting. Elaboration <ul style="list-style-type: none"> - the students divided into some groups and each group try to guess the word by other group. - The teachers gives the students post-test II. Confirmation <ul style="list-style-type: none"> - The teacher and the students do the flash back and feed back in order to gain learning experience by asking the difficulties vocabulary in recount text and keyword method. 	30 minutes
Post-teaching activities	<ul style="list-style-type: none"> - Reflections on what has been learned in this meeting. - Summarize learning outcomes today. 	10 minutes

B. Assesment

4. The score of correct answer is 5.
5. Total score of $20 \times 5 = 100$
6. Maximum score 100

Kutacane, August 2019

Know by,

Head master

English Teacher

Researcher

Nur Hayati, S.Pd

Sri Anita rahmi, S.Pd

Aisyah

Nip: 197306242006042004

Nip:198112022010032002

Nim: 34153104

APPENDIX III

PRE-TEST

Name :

Class :

A. Choose the correct answer with crossing (X) a,b,d, or d!

1. Rina : I want to wear my white gown to Amanda's party. What do you think?

Lisa : I think the red one is better.

Rina : Ok. I will the red gown

- | | |
|---------|---------|
| a. Wrap | c. Wear |
| b. Go | d. Give |
2. The carpet is I want to clean it.
- | | |
|----------|----------|
| a. Large | c. Dirty |
| b. Shiny | d. Soft |
3. We often watch In the evening.
- | | |
|--------------|---------------|
| a. Newspaper | c. Magazine |
| b. Radio | d. Television |
4. My father always reads every morning.
- | | |
|--------------|---------------|
| a. Radio | c. Computer |
| b. Newspaper | d. Television |
5. Ana is a tailor. She makes
- | | |
|------------|--------------|
| a. Clothes | c. Bag |
| b. Belt | d. Ice cream |
6. Andi reads an English book in the....
- | | |
|------------|-------------|
| a. Library | c. Canteen |
| b. Market | d. Bathroom |
7. Diana's barbie is broken. Diana is very now.
- | | |
|------------|----------|
| a. Confuse | c. Sad |
| b. Happy | d. Charm |
8. I went to dentist yesterday because my were in pain.
- | | |
|----------|------------|
| a. Hands | c. Fingers |
|----------|------------|

16. I am learning to play the

17. It's going to be windy

18. I like reading before going to

19. I went to the pet shop to get a

20. I am in training for a

~GOOD LUCK~

APPENDIX IV

POST-TEST

Name :

Class :

B. Choose the correct answer with crossing (X) a,b,d, or d!

21. Rina : I want to wear my white gown to Amanda's party. What do you think?

Lisa : I think the red one is better.

Rina : Ok. I will the red gown

- | | |
|---------|---------|
| a. Wrap | c. Wear |
| b. Go | d. Give |

22. The carpet is I want to clean it.

- | | |
|----------|----------|
| a. Large | c. Dirty |
| b. Shiny | d. Soft |

23. We often watch In the evening.

- | | |
|--------------|---------------|
| a. Newspaper | c. Magazine |
| b. Radio | d. Television |

24. My father always reads every morning.

- | | |
|--------------|---------------|
| a. Radio | c. Computer |
| b. Newspaper | d. Television |

25. Ana is a tailor. She makes

- | | |
|------------|--------------|
| a. Clothes | c. Bag |
| b. Belt | d. Ice cream |

26. Andi reads an English book in the....

- | | |
|------------|-------------|
| a. Library | c. Canteen |
| b. Market | d. Bathroom |

27. Diana's barbie is broken. Diana is very now.

- | | |
|------------|----------|
| a. Confuse | c. Sad |
| b. Happy | d. Charm |

28. I went to dentist yesterday because my were in pain.

- | | |
|----------|------------|
| a. Hands | c. Fingers |
|----------|------------|

39. I went to the pet shop to get a

40. I am in training for a

~GOOD LUCK~

APPENDIX V

POST-TEST II

Name :

Class :

A. Choose the correct answer with crossing (X) a,b,d, or d!

1. You can planes in the airport.
 - a. Bite
 - b. See
 - c. Write
 - d. Draw
2. This room is Please turn on the lamp.
 - a. Bright
 - b. Hot
 - c. Dark
 - d. Cold
3. Can you me?
 - a. Need
 - b. Bring
 - c. Help
 - d. Bite
4. I can count on you when I you.
 - a. Need
 - b. Help
 - c. Remind
 - d. Angered
5. When you are stuck in the middle of the sea, I will you.
 - a. Sink
 - b. Disappear
 - c. Kill
 - d. Help
6. The word “find” has similar meaning with
 - a. Discover
 - b. Disappear
 - c. Toss
 - d. Dissolve
7. When you are in the dark you can not
 - a. Call
 - b. See
 - c. Speak
 - d. Silent
8. When the sun is the world will be bright.
 - a. Sink
 - b. Rise
 - c. Disappear
 - d. Dark
9. This room is Please turn on the AC.
 - a. Hot
 - b. Bright
 - c. Dark
 - d. Shiny

10. We must help our friends when she is
- a. Funny c. Happy
b. Difficulty d. Angry
11. The word “help” has similar meaning with
- a. Assist c. Disturb
b. Damage d. Ruin
12. The word “stupid” has similar meaning with
- a. Diligent c. Dumb
b. Good d. Excellent
13. Please turn down the
- a. Volume c. Sea
b. Tree d. Sky
14. Don’t disturb her when she is
- a. Angry c. Funny
b. Happy d. Laugh
15. I will you.
- a. Remind c. Bite
b. Angered d. Hit

B. Cross the correct answer from the question below!

16. Forget	a. Kehidupan
17. Life	b. Berdiri
18. Stand	c. lupa
19. Sleepy	d. Mengigit
20. Bite	e. mengantuk

APPENDIX VI

ANSWER'S KEY PRE-TEST

A.

1. C
2. C
3. D
4. B
5. A
6. A
7. C
8. B
9. D
10. D
11. C
12. C
13. A
14. A
15. B

B.

16. Guitar
17. Tomorrow
18. Bed
19. Puppy
20. Marathon

APPENDIX VII

ANSWER'S KEY POST-TEST I

A.

1. C
2. C
3. D
4. B
5. A
6. A
7. C
8. B
9. D
10. D
11. C
12. C
13. A
14. A
15. B

B.

16. Guitar
17. Tomorrow
18. Bed
19. Puppy
20. Marathon

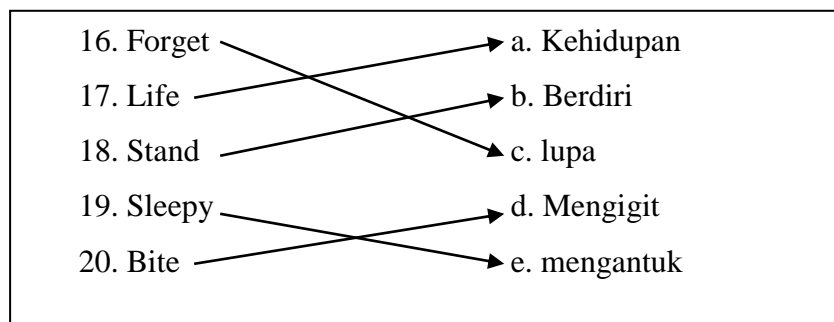
APPENDIX VIII

ANSWER'S KEY POST-TEST II

A.

1. B
2. C
3. C
4. A
5. D
6. A
7. B
8. B
9. A
10. B
11. A
12. C
13. A
14. A
15. A

B.



APPENDIX IX

INTERVIEW SHEET BEFORE THE FIRST CYCLE

1. Transcript of interview with the English teacher before treatment

Researcher : Bagaimana kondisi kelas saat pembelajaran bahasan Inggris berlangsung? Apakah mereka aktif memakai bahasa Inggris?

Teacher : Siswa kurang aktif dalam belajar, terus merasa malu kalo disuruh menggunakan bahasa Inggris. Mereka masih bingung gimana mengungkapkan apa yang mau mereka bicarakan karena keterbatasan kosakata.

Researcher : Menurut ibu kesulitan apa saja yang dihadapi siswa dalam penguasaan vocabulary?

Teacher : Banyak siswa yang kesulitan dalam menghafal vocabulary yang baru dan bagaimana cara penggunaannya didalam berbicara. Siswa juga kurang percaya diri untuk berbicara dengan menggunakan bahasa Inggris karena minimnya kosakatanya yang mereka miliki.

2. Transcript of interview with the students before treatment

With student 1

Researcher : Kamu suka pelajaran bahasa Inggris gak?

Student 1 : Sedikit-sedikit miss

Researcher : Pernah gak kamu menghafal kosakata bahasa Inggris?

Student 1 : Pernah Miss.

Researcher : Menurutmu gimana menghafal kosakata bahasa Inggris ? Gampang atau susah?

Student 1 : Susah miss karena gitu dihafal besoknya kadang udah lupa.

With Student 2

Researcher : Pernah diajari cara menghafal kosakata dengan cepat gak?

Student 2 : Gak Pernah miss. Kita Cuma belajar apa yg dibuku aja

Researcher : Kamu suka gak memperbanyak kosakata kamu dengan menghafal kosakata baru?

Student 2 : Gak miss, karena saya gak suka belajar bahasa inggris miss apa lagi menghafal kosakata miss.

APPENDIX X

INTERVIEW SHEET AFTER CYCLE I

1. Transcript of interview with the English teacher after Cycle I

Researcher : Menurut ibu apakah ada peningkatan dalam belajar siswa setelah menggunakan teknik yang saya gunakan ?

Teacher : Terdapat peningkatan ya dalam penguasaan vocabulary pada siswa, walaupun tidak semua siswa.

Researcher : Selain itu apa saja yang meningkat dalam diri siswa yang ibu rasakan selama pembelajaran?

Teacher : Mereka jadi lebih semangat ya, karena dapat menguasai vocabulary yang mereka hapalkan.

2. Transcript of interview with the students after Cycle 1

With student 1

Researcher : Bagaimana pendapatmu tentang cara mengajar miss pake metode keyword ini?

Students 1 : Bagus miss karena kita jadi gak bosan belajarnya miss.

Researcher : Apa yang kamu rasakan setelah belajar vocabulary menggunakann metode yang miss gunakan?

Student 2 : Asik, seru juga miss buat kita jadi lebih fokus belajarnya dan kosakataya lebih mudah untuk diingat.

APPENDIX XI

INTERVIEW SHEET AFTER THE TREATMENT

1. Transcript of interview with the English teacher after treatment

Researcher : Bagaimana pendapat ibu tentang teknik mengajar yang saya terapkan, yaitu penggunaan *keyword meyjod* terhadap peningkatan kemampuan penguasaan vocabulary siswa dalam bahasa inggris ?

Collaborator : Teknik ini sangat baik digunakan untuk penguasaan vocabulary pada siswa, karena mereka lebih cepat menghapalnya dan mengingatnya lebih mudah.

Researcher : Berdasarkan pengamatan ibu, bagaimana proses belajar mengajar selama saya menerapkan metode ini?

Collaborator : Selama proses pembelajaran dengan menggunakan metode ini, respon siswa kelas VIII sangat baik, para siswa lebih semangat dan antusias untuk belajar bahasa Inggris. Proses belajar menjadi lebih baik, keadaan kelas menjadi lebih aktif dan tidak membosankan.

Researcher : Menurut ibu, apakah *keyword method* ini dapat meningkatkan penguasaan vocabulary siswa dalam bahasa inggris?

Collaborator : Ya pastinya metode ini dapat meningkatkan penguasaan vocabulary siswa dalam bahasa Inggris bisa dilihat dari peningkatan mereka dalam memperbanyak vocabulary.

2. Transcript of interview with the students after treatment

With Student 1

Researcher : Bagaimana belajar sama miss tadi?

Students 1 : Enak miss, menguasai kosakatanya lebih gampang dan mudah diingat.

Researcher : Suka sama metode yang miss gunakan gak?

Students 1 : Suka...

With Student 2

Researcher : Kamu sekarang sudah pahami bagaimana cara menguasai kosakata dalam bahasa Inggris?

Student 2 : Pahami miss sedikit-sedikit.

Researcher : Cara belajar sama miss gimana menurut kamu?

Students 2 : Suka sama cara belajarnya miss lebih gampang miss.

APPENDIX XII

OBSERVATION SHEET

Cycle I

1. English Teacher's side

Check (✓) each item in the column that most clearly represent your observation.

No.	Observation Item	Category	
		Yes	No
1	The teacher greets, asks the students' conditions, check their attendance list, and pray before starting lesson.	✓	
2	The teacher introduces the new topic to the students.	✓	
3	The teacher tells about the new topic; about "My First Trip to Pari Island".	✓	
4	The teacher explains about the topic and give them the new vocabularies.	✓	
5	The teacher gives chance to the students to ask questions.	✓	
6	The teacher checks the students' understanding.	✓	
7	The teacher explains about keyword method, and how to memorize vocabularies by using keyword metode	✓	
8	The teacher summarizes and reflects the lesson.	✓	
9	The teacher's instructions are clear.	✓	
10	The teacher manages the class well.	✓	
11	The teacher has good time management.	✓	

2. Students' Side

Check (√) each item in the column that most clearly represent your observation.

No.	Observation Item	Category	
		Yes	No
1.	The students respond to the teacher's greeting and tell about their condition.	√	
2.	The students are ready to learn the materials.	√	
3.	The students deliver the question to the teacher.	√	
4.	The students answer the question from teacher.	√	
5.	The students give good response to the topic.	√	
6.	The students are active during the teaching learning process.		√
7.	The students pay attention to the material explained by the teacher about the new material.	√	
8.	The students show enthusiasm during the teaching learning process.	√	
9.	The students pay attention to the teacher's explanation about the topic.	√	
10.	The students show their interest in learning vocabulary using keyword method.	√	
11.	The students like the method: keyword method.	√	
12.	The students follow the teacher's instruction well.	√	

Kutacane, August 2019
Collaborator

Sri Anita rahmi, S.Pd
Nip:198112022010032002

APPENDIX XIII**OBSERVATION SHEET****Cycle II****1. English teacher**

No.	Observation Item	Category	
		Yes	No
1	The teacher greets and asks the students' conditions and then check their attendance list	√	
2	The teacher introduces the new topic to the students.	√	
3	The teacher explains about the topic;; about "My First Trip to Pari Island".	√	
4	The teacher asks the students to identify the text and find the new vocabulary.	√	
5	The teacher taught them to write the vocabularies in their book.	√	
6	The teacher guides the students in learning process.	√	
7	The teacher checks the students' understanding.	√	
8	The teacher ask the students to memorize the new vocabulary.	√	
9	The teacher's instructions are clear.	√	
10	The teacher manages the class well.	√	
11	The teacher has good time management.	√	

2. Students' Side

Check (√) each item in the column that most clearly represent your observation.

No.	Observation Item	Category	
		Yes	No
1.	The students respond to the teacher's greeting and tell about their condition.	√	
2.	The students are ready to learn the materials.	√	
3.	The students deliver the question to the teacher.	√	
4.	The students answer the question from teacher.	√	
5.	The students give good response to the topic.	√	
6.	The students are active during the teaching learning process.	√	
7.	The students show their interest in learning vocabulary using keyword method	√	
8.	The students show enthusiasm during the teaching learning process.	√	
9.	The students pay attention to the teacher's explanation about the topic.	√	
10.	The students have willingness to use their dictionaries in order to help them in improving their vocabulary mastery.	√	
11.	The students like the method: keyword method.	√	
12.	The students follow the teacher's instruction well.	√	

Kutacane, August 2019
Collaborator

Sri Anita rahmi, S.Pd
Nip:198112022010032002

APPENDIX XVI

DIARY NOTES

Thursday, 8 August 2019

The class consist of 32 students. The researcher as observer asked the students to pay attention and gave the researcher a chance to introduce herself to the students. The researcher introduced herself and explained to the students her purpose in their class. The researcher could say welcome. First of all, the researcher called the students' names one by one to make it easy to notice them. Then, the researcher gave the students the pre-test and the reasearcher explained the instruction in the pre-test sheet. It was done to know the basic skill of the students in the vocabulary mastery. After that, the researcher explained about keyword method that would be applied in learning vocabulary mastery.

Saturday, 10 August 2019

It was the second meeting. In this meeting, the learning process was done based on the lesson plan. The researcher explained about the material based on the keyword method. The researcher gave the students some vocabularies based on the material and help them to master to vocabularies by using keyword method. The students seemed enthusiast to master it.

Thursday,15 August 2019

It was the third meeting. First, teacher reminded the students about what they have learned about in the last meeting. Then the teacher gave the students the post-test I. Before doing the post-test I , the reasearcher explained the instruction in the paper, some of the students have known about the instruction. The student did the test by themselves.

Saturday, 17 August 2019

It was the fourth meeting, since this was the first meeting in the second cycle, the researcher explained about the the material based on the lesson plan.

The researcher guide the students in mastering the vocabularies. In this meeting the students seemed more enthusiast in learning English especially in mastering the vocabulary. The researcher also asks the student to mention the vocabulary that they know.

Tuesday, 21 May 2019

This was the last meeting, the researcher gave the students the post-test II. In this meeting, most of students were spirit and very active in studying. The students were serious in doing the test and the class was so quite. After they did the test, the researcher ask them to collect it to the front of.

APPENDIX XV

The Students' Score In Pre-Test

No	Name	Pre-test	Criteria of Success ≥ 75
1	AA	75	Successful
2	AH	55	Unsuccessful
3	AM	75	Successful
4	AZL	65	Unsuccessful
5	APN	80	Successful
6	AD	65	Unsuccessful
7	APP	50	Unsuccessful
8	CM	55	Unsuccessful
9	DPM	65	Unsuccessful
10	FA	60	Unsuccessful
11	FDM	45	Unsuccessful
12	FSN	60	Unsuccessful
13	H	50	Unsuccessful
14	IW	50	Unsuccessful
15	IN	60	Unsuccessful
16	JRS	50	Unsuccessful
17	MAPS	50	Unsuccessful
18	MF	70	Unsuccessful
19	NSS	50	Unsuccessful
20	NBF	65	Unsuccessful
21	NAH	70	Unsuccessful
22	PN	55	Unsuccessful
23	RH	65	Unsuccessful
24	RP	75	Unsuccessful
25	SM	85	Successful
26	SA	50	Unsuccessful

27	SN	85	Successful
28	SFD	65	Unsuccessful
29	ST	60	Unsuccessful
30	SR	80	Successful
31	ZN	75	Successful
32	ZZ	55	Unsuccessful
Total		Σx 2.010	
The Mean		62.81	

APPENDIX XVI

The Students' Score In Post-Test I

No	Name	Post-test I	Criteria of Success ≥ 75
1	AA	80	Successful
2	AH	60	Unsuccessful
3	AM	80	Successful
4	AZL	70	Unsuccessful
5	APN	80	Successful
6	AD	70	Unsuccessful
7	APP	65	Unsuccessful
8	CM	65	Unsuccessful
9	DPM	75	Successful
10	FA	75	Successful
11	FDM	60	Unsuccessful
12	FSN	70	Unsuccessful
13	H	55	Unsuccessful
14	IW	65	Unsuccessful
15	IN	65	Unsuccessful
16	JRS	65	Unsuccessful
17	MAPS	65	Unsuccessful
18	MF	80	Successful
19	NSS	60	Unsuccessful
20	NBF	75	Successful

21	NAH	80	Successful
22	PN	60	Unsuccessful
23	RH	75	Successful
24	RP	75	Successful
25	SM	85	Successful
26	SA	65	Unsuccessful
27	SN	85	Successful
28	SFD	80	Successful
29	ST	65	Unsuccessful
30	SR	85	Successful
31	ZN	85	Successful
32	ZZ	65	Unsuccessful
Total		$\sum x$ 2.285	
The Mean		71.40	

APPENDIX XVII

The Students' Score In Post-Test II

No	Name	Post-test II	Criteria of success ≥ 75
1	AA	85	Successful
2	AH	75	Successful
3	AM	90	Successful
4	AZL	90	Successful
5	APN	80	Successful
6	AD	80	Successful
7	APPS	80	Successful
8	CM	75	Successful
9	DPM	80	Successful
10	FA	80	Successful
11	FDM	70	Unsuccessful
12	FSN	80	Successful
13	H	70	Unsuccessful
14	IW	75	Successful
15	IN	75	Successful
16	JRS	75	Successful
17	MAPS	70	Unsuccessful
18	MF	90	Successful
19	NSS	75	Successful
20	NBF	85	Successful
21	NAH	80	Successful

22	PN	80	Successful
23	RH	80	Successful
24	RP	90	Successful
25	SM	90	Successful
26	SA	75	Unsuccessful
27	SN	90	Successful
28	SFD	80	Successful
29	ST	80	Successful
30	SR	90	Successful
31	ZN	90	Successful
32	ZZ	75	Successful
Total		Σx 2.580	
The Mean		80.62	

APPENDIX XVIII

The Students' Score on Pre-test, Post-test I, Post-test II

No	Name	Pre-test	Post-test I	Post-test II
1	AA	75	80	85
2	AH	55	60	75
3	AM	75	80	90
4	AZL	65	70	90
5	APN	80	80	80
6	AD	65	70	80
7	APPS	50	65	80
8	CM	55	65	75
9	DPM	65	75	80
10	FA	60	75	80
11	FDM	45	60	70
12	FSN	60	70	80
13	H	50	55	70
14	IW	50	65	75
15	IN	60	65	75
16	JRS	50	65	75
17	MAPS	50	65	70
18	MF	70	80	90
19	NSS	50	60	75
20	NBF	65	75	85
21	NAH	70	80	80

22	PN	55	60	80
23	RH	66	75	80
24	RP	75	75	90
25	SM	85	85	90
26	SA	50	65	75
27	SN	85	85	90
28	SFD	65	80	80
29	ST	60	65	80
30	SR	80	85	90
31	ZN	75	85	90
32	ZZ	55	65	75
Total Σx		2.010	2.285	2.580
The Mean		62.81	71.40	80.62

**The statistic Analysis of the Students' Score Post-Test in First and
Second Cycle**

No	Name	Post-test I	Post-test II	D	D²
1	AA	80	85	5	25
2	AH	60	75	15	225
3	AM	80	90	10	100
4	AZL	70	90	20	400
5	APN	80	80	0	0
6	AD	70	80	10	100
7	APPS	65	80	15	225
8	CM	65	75	10	100
9	DPM	75	80	5	25
10	FA	75	80	5	25
11	FDM	60	70	10	100
12	FNS	70	80	10	100
13	H	55	70	15	225
14	IW	65	75	10	100
15	IN	65	75	10	100
16	JRS	65	75	10	100
17	MAPS	65	70	5	225
18	MF	80	90	10	100
19	NSS	60	75	15	225
20	NFB	75	85	10	100
21	Nisda Audina H	80	80	0	0

22	PN	60	80	20	400
23	RH	75	80	5	25
24	RP	75	90	15	225
25	SM	85	90	5	25
26	SA	65	75	10	100
27	SN	85	90	5	25
28	SFD	80	80	0	0
29	ST	65	80	15	225
30	SR	85	90	5	25
31	ZN	85	90	5	25
32	ZZ	65	75	10	100
Total				$\sum D = 295$	$\sum D^2 = 3.775$

From the last computation have been found that:

$$\bar{D} = \frac{295}{32} = 9.21875$$

As follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{9,65}{\sqrt{\frac{\sum 3775 - \frac{(295)^2}{32}}{32(32-1)}}$$

$$t = \frac{9,21}{\sqrt{\frac{\sum 3775 - \frac{87025}{32}}{32(31)}}$$

$$t = \frac{9,21}{\sqrt{\frac{\sum 3845 - 2719 - 5}{32(31)}}$$

$$t = \frac{9.21}{\sqrt{\frac{1056}{992}}}$$

$$t = \frac{9.21}{\sqrt{1,06}}$$

$$t = \frac{9.21}{1,029} = 8,95$$

$$t = 8,95$$

APPENDIX XIX

DOCUMENTATION



1. Researcher gives the direction to the students.



2. Researcher explain about the material.



3. The students do the test.



4. The students do the test.



5. The researcher do the interview with the teacher.



6. The students do the post test.

CURRICULUM VITAE

Data Pribadi

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